MOTIVATION EFFECTS, RESPONSIBILITIES, SATISFACTION AND MAJOR SATISFACTION WITH TEACHER’S PERFORMANCE IN DUTA MAS VOCATIONAL SCHOOLS, JAKARTA

Dwi Prayogi¹, Zulfa Fitri Ikatnasari²

¹²Mercu Buana University Jakarta, Indonesia

Abstract. Education is an institution that has an important role in improving the quality of human resources. Based on this phenomenon, it is important to consider the problem of Motivation, Discipline, Job Satisfaction with the performance of teachers in Duta Mas Jakarta, because motivation and work discipline can influence job satisfaction and teacher performance. In this study PLS-SEM approach is used. PLS-SEM aims to test predictive relationships between constructors or latent variables by looking at whether there is a relationship or influence between these constructions, so that the pathway has no significant effect. From the results and analysis of the data presented and explained, states the motivation, discipline, and job satisfaction of teachers towards the achievement of teachers. This is shown from the calculation of "t" between the path of the Coefficient of Motivation to the satisfaction obtained at 0.132, the <t-table 1.96, the t test for the difference in the Discipline coefficient towards the satisfaction obtained at 0.323, the <t-table 1.96, and t test for the difference in Satisfaction with Performance is obtained at 0.836, value <t-table 1.96, then paths have no significant effect.

Keywords: Discipline, Motivation, SEM (Structural Equation Modeling), PLS (Partial Least Square), Satisfaction, Performance.

1. Introduction

Education is an institution that has an important role in improving the quality of human resources. This role relates to efforts to make future generations of the country with a credible human resource quality. In improving the quality of human resources from the education sector, teachers have a great role in the education process, where management must be able to create situations that can promote ownership, loyalty, unity, security, acceptance and respect, and the sense of success within the teacher's own in turn can lead to a sense of attachment and optimize the spirit of work.

Joint Regulation of the State Minister for the Reform of Administration and Reform Bureaucracy, the Minister of National Education, the Minister of the Interior, the Minister of Finance, and the Minister of Religious Affairs No. 05 / X / PB / 2011, SPB / 03 / M.PAN-RB / 10/2011, 48 years 2011, 158 / PMK.01 / 2011, 11 of 2011 on Restructuring and also the distribution of Public servant teachers.

Teachers are professional educators whose primary task is to educate, teach, guide, train, evaluate, and evaluate students in early childhood education in formal education, elementary education, and secondary education. Public servant teachers, then referred to as PNS teachers, are teachers who are state employees. Based on the Regulation of the Minister of National Education RI, subject teachers only conduct one type of subject in accordance with the certificate of educator. RI Permendiknas No 18 year 2007 also explained that there are four competencies as professional teachers, namely pedagogy, professional, social and personality competence.

Teachers achievement can be seen from the control of competence teachers owned by professionals Based on Balitbang data of the Ministry of Education and Culture In 2017 West Jakarta city teachers, especially in Grogol Petamburan Subdistrict, educated by 1.025%, 2% for polio, 42% president

* Corresponding author. Email: dwi1803@gmail.com
Published online at http://jemis.ub.ac.id
Copyright ©2020 JTI UB Publishing. All Rights
Cite this Article As Prayogi et al. (2020). Motivation Effects, Responsibilities, Satisfaction and Major Satisfaction With Teacher's Performance In Duta Mas Vocational Schools, Jakarta, 8(1), p37-45
Paper Accepted : May 19th, 2020
Paper Published : May 28th, 2020
education, induction 0%, teacher professional training (PPG) 0%, so the number is 1.069%. In this case the researcher took Kecamatan Grogol Petamburan because of the school studied in Subdistrict Grogol Petamburan, West Jakarta

2. Literature Reviews

In each study, a theory is used as a reference or reference. The theories used in this study relate to the variables made as the subject of this study. The theories used are theories related to motivation, discipline, satisfaction and teacher performance.

According to [6] Work motivation is the worker's willingness to work because of the personal impetus of the employee concerned as a result of the overall integration of personal needs, the influence of the physical environment and the influence of the social environment in which its strength depends on the integration process. While according to Ernest J. McCormick Work motivation is an influential state of generating, directing and maintaining environmental-related behavior. From the above opinions it can be concluded that work motivation is something that drives a person, both from inside and outside the person, so that one will have a high spirit, desire and willingness to carry out work activities.

Discipline is the consciousness and willingness of a person to comply with all applicable company rules and social norms [4]. The discipline of the work measured by changing the indicators developed [5] is: 1. Use time effectively, 2. It's time, 3. Good working quality, 4. Follow the procedures and work instructions, 5. Always attend, 6. Looks polite.

From the above, it can be concluded that work discipline is the attitude and deeds of the teacher in keeping all the guidelines and rules that have been determined to achieve the goals of the organization. Definition of job satisfaction by specialist:

Understanding job satisfaction according to [1] is a fun emotional attitude and loves his job. This attitude is demonstrated by the spirit of work, discipline and work performance. Job satisfaction is enjoyed in the work, out of work, and in and out of work. And job satisfaction responses according to [2] are a pleasant or unpleasant emotional state where workers see their work. From the evidence it can be said that job satisfaction is a person's feelings toward his work by considering the aspect of his work so that he or she finds himself happy or uneasy about his working situation and his colleagues. What perceives individuals can be positive or negative depends on the perception of work done. Performance comes from actual job performance or performance which means the actual performance or achievement achieved by someone. Understanding performance (work performance) is the result of work in the quality and quantity achieved by an officer in performing his functions in accordance with the responsibilities assigned to him. According to [3] states in his book Performance Management as: "a continuous communication process in the partnership between an employee and his immediate supervisor. Teacher performance when referring to [2] definition that the task faced by a teacher includes: making teaching programs, selecting appropriate methods and media for delivering, evaluating, and doing follow-up with enrichment and remedial. performance level in the form of work, ability and acceptance of clarity of job delegates and the interests of a worker.

2.1 Framework of thought

Based on the description described above, related to work motivation, work discipline, job satisfaction, and employee performance, researchers are trying to create a research framework. With this framework, it is expected to provide an overview of inter-variables to be checked. This research framework can be seen in Figure 1.

![Figure 1. Thinking Framework](image-url)
Based on the above framework, the research hypothesis can be made as follows:

H1: Work motivation influences the performance of teachers and workers
H2: Work discipline affects the performance of teachers and employees
H3: Job Satisfaction affects Teacher and Worker Performance
H4: There is a motivation of work motivation, work discipline, and job satisfaction together with Teacher and Worker performance.

3. Research Methods

To find out the extent of motivation, discipline and job satisfaction on the achievement of students in the Duta Mas Jakarta Vocational School, a research method is needed. The research method used in this study is qualitative explorative. In this study, data was processed using statistical methods through PLS SEM For Windows. Nonparametric statistics are mainly used for analyzing the distribution of nominal, ordinal, and independent data (not normally distributed).

3.1 Validity Test

Validation analysis is performed to determine the accuracy and accuracy of measuring instruments in measuring according to objective size. In other words, the validity test is used to determine the level of validity of the questionnaire instrument used in data collection.

3.2 Data Analysis

Data analysis technique used in this study is Structure Equation Model (SEM). The SEM method is the continuation of path analysis and multiple regression. But rather than multiple routes or analysis, the SEM method is superior because it can analyze data comprehensively. The SEM method can reach at once to describe and analyze each part of the model developed equation. In this study PLS-SEM approach is used. PLS-SEM aims to examine the predictive relationship between a constructor or a latent variable by looking at whether there is a relationship or influence between construction. Here are the steps in the investigation of the Impact of Motivation, Discipline, and Job Satisfaction towards Teacher Achievement at Duta Mas Jakarta's Vocational School. In Figure 2.

![Figure 2. Step of Research](image)

4. Decision And Discussion

4.1 Validity

1. Motivational variables

Validity has the meaning of the accuracy and accuracy of measuring instruments in carrying out the function of measuring instruments. The indicator or question is said to be valid if the value of r-correlation, r value or significance value <0.05. The value of the correlation in question items X11 is 0.856, X12 0.897, X13 0.870, X14 0.870, X15 0.938, X16 0.881, X17 0.914, X18 0.900, X19 0.857, X110 0.837, X111 0.853, X112 0.938, X113...
0.925, X114 0.901 and X115 0.899. Because the r-correlation value calculated by fifteen indicators> 0.361 then proves that all item questions are valid.

2. Disciplinary Variables
Correlation value from validity test for disciplinary variables. Correlation value in question items X210.835, X21 0.846, X23 0.756, X24 0.756, X25 0.773, X26 0.852, X27 0.767, X28 0.804, X28 0.804, X29 0.822, X210 0.638, X211 0.729, X212 0.737, X213 0.817, X214 0.832 and X215 0.697. Since the r-correlation value is obtained by all the leads> 0.361 then prove that all the relevant matters are valid.

3. Variable Work Satisfaction
The correlation value of the validity test for variable job satisfaction, the correlation value of item Y11 questions is 0.897, Y12 0.941, Y13 0.922, Y14 0.940, Y15 0.944, Y16 0.907, Y17 0.702, Y18 0.922, Y19 0.909, Y110. 0.926, Y111 0.956, Y112 0.926 Y113 0.925, Y114 0.723 and Y115 amounted to 0.929. Because the correlation value obtained by all indicators> 0.361 then proves that all the things in question are valid.

4. Performance Variables
The result of the correlation value of the validity test for the performance variables, the correlation value of item Y21 is 0.787, Y22 0.835, Y23 0.878, Y24 0.874, Y25 0.911, Y26 0.869, Y27 0.887, Y28 0.883, Y29 0.922, Y210 0.894, Y211 0.886, Y212 0.880, Y213 0.865, Y214 0.876 and Y215 are 0.930. Because the correlation value obtained by all indicators> 0.361 then proves that all the things in question are valid.

4.2 Reliability
The reliability test results are known from alpha cronbach values which are fully presented in the table 1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Alpha Cronbach’s</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>discipline</td>
<td>0.980</td>
<td>Reliabel</td>
</tr>
<tr>
<td>motivation</td>
<td>0.976</td>
<td>Reliabel</td>
</tr>
<tr>
<td>satisfaction</td>
<td>0.982</td>
<td>Reliabel</td>
</tr>
<tr>
<td>Performance</td>
<td>0.978</td>
<td>Reliabel</td>
</tr>
</tbody>
</table>

The reliability test results show that alpha cronbach score is 0.980. Motivation 0.976, satisfaction 0.983 and 0.978 achievement. Since the alpha cronbach value obtained is every> 0.7. This means that each variable has high reliability or has good consistency as a measuring instrument.

4.3 Semi-minor Analysis Half
1. Examine External Models
The outside model is a model that determines the relationship between latent and indicator variables or it is arguable that the outside model determines how each indicator relates to its latent variables. External models are interpreted by looking at several things, including: convergent values, legitimacy of discrimination, compatibility reliability, Average Variance Removed (AVE) and alpha cronbach's. The PLS Algorithm Model is shown in the picture below.

2. Authenticity of Convergence
The convergence value is to measure the magnitude of the loading factor for each latent variable. The loading factor above 0.70 is highly recommended, but the loading factor above 0.60 is still acceptable above as long as the model is still in development stage.

In constructing the lowest loading value Motivation at X110 indicator is 0.8382 and the highest at X15 indicator is 0.9417. The discipline of the lowest loading value at the X210 indicator is 0.7217 and the highest at the X213 indicator is 0.9373. Satisfaction satisfaction with the lowest loading value at Y17 indicator is 0.6876 and the highest at Y111 indicator is 0.9594. Extract Performance The lowest loading value at the Y21 indicator is 0.7888 and the highest is at 0.9307 indicator. Of all the indicators above the load value obtained> 0.6, this proves that all indicators are valid as construction measurements.
4.4 Discrimination permissions.

The value of discrimination is useful in assessing whether the variables have the adequacy of adequate discrimination by comparing the correlation of the indicators with the construction in question must be greater than the correlation with other constructs. If the indicator correlation has a higher value than the indicator correlation with another construction, then it is said that the variables have a high degree of discrimination. This value can be seen in the value of the cross-loading factor. Complete cross-loading value as follows:

On the processed data, it can be seen that the value of the X11 loading master built for Motivation is 0.856 higher than the others being built, namely Discipline 0.7076, to 0.7702 Satisfaction and Performance 0.424. Likewise for X12 - X115 indicator it is higher than building Motivation compared to other construction.

On indicator X21, the value of the discipline extract loading is 0.9302 higher than the other construction, which is 0.7947 Satisfaction, to Performance 0.6201 and Motivation is only 0.7739. Likewise for X22 - X215 extracts the loading value is higher than the discipline extract compared to other constructions.

Thus for the Y11 - Y115 indicator the value of loading to the higher is Satisfaction and Y21-Y215 the loading value is higher to contract contract targets than other unintended destinations.

1. Average Variance Removed (AVE)

The AVE value shows the variance value in each indicator under construction that can be captured by this variable more than variance caused by measurement error. The AVE value is expected> 0.5. The value of AVE Discipline Extract is 0.7596, 0.8124 Satisfaction, Performance 0.773 and Motivation 0.7915. Full results are presented in the table 2.

Table 2. Average Change Average Deleted (AVE)

<table>
<thead>
<tr>
<th>Extract</th>
<th>AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>0,7596</td>
</tr>
<tr>
<td>Motivation</td>
<td>0,8124</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>0,773</td>
</tr>
<tr>
<td>Performance</td>
<td>0,7915</td>
</tr>
</tbody>
</table>
Another method to test the validity of discrimination is to release the lackker test where the test between the AVE AVE values is compared with the correlation value between the latent variables (extracts). If AVE root values are higher than the correlation between extracts it is said to have a good legal discrimination. The full test results are shown in the table 3.

### Table 3. AVE Roots And Latent Correlation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Discipline</th>
<th>Satisfaction</th>
<th>Performance</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>discipline</td>
<td>0.8716</td>
<td>0.9013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>satisfaction</td>
<td>0.8579</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>0.655</td>
<td>0.6757</td>
<td>0.8792</td>
<td></td>
</tr>
<tr>
<td>motivation</td>
<td>0.8521</td>
<td>0.8714</td>
<td>0.4746</td>
<td>0.8897</td>
</tr>
</tbody>
</table>

In the table above shows that the AVE Discipline root value is 0.8716 higher than the discipline correlation with the satisfaction of 0.8579, the correlation with the performance of 0.655 and the correlation with the motivation 0.8521. Hence for AVE root, satisfaction is 0.9013, performance 0.8792 and motivation 0.8897 is higher than the correlation between other latent variables.

2. Composite Reliability

High composite reliability values show good consistency for each indicator in latent variables to measure this variable. The criteria for the value of composite reliability > 0.7 indicate that these variables have good internal consistency. The complete composite reliability value is presented in the table 4.

### Table 4. Value Composite Reliability

<table>
<thead>
<tr>
<th>Extract</th>
<th>Composite Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>0.9792</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>0.9847</td>
</tr>
<tr>
<td>Performance</td>
<td>0.9808</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.9827</td>
</tr>
</tbody>
</table>

In the table above shows that the value of the composite reliability discipline is 0.9792, satisfaction is 0.9847, the performance is 0.9808 and the motivation is 0.9827. Four constructs are the value of composite reliability > 0.70 until it is said to have a good internal consistency.

### 4.5 Alpha Cronbach

Reliability test is confirmed with alpha cronbach value. Limit on alpha cronbach reliability test > 0.7. Alpha Cronbach value obtained by Discipline Extract was 0.9769, Satisfaction 0.9829, Performance 0.9789 and Motivation 0.9811. Results of full alpha Cronbach values are presented in the table 5.

### Table 5. Cronbach’s Alpha Value

<table>
<thead>
<tr>
<th>Extract</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>0.9769</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>0.9829</td>
</tr>
<tr>
<td>Performance</td>
<td>0.9789</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.9811</td>
</tr>
</tbody>
</table>

### 4.6 Structural Model Test (Internal Model)

To test the structure model is done by looking at R2 value which is a suitable Kindness test. The Satisfaction Extract obtained R2 0.808 value which can be interpreted that the satisfaction variance can be explained by the construction of Motivation and Discipline of 80.8% while the remaining 19.2% (100% - 80.8%) is explained by other variables beyond the study studied. Likewise with Performance extract with R2 value obtained at 0.4566 or 45.66%. This value indicates that the performance Constructive variant can be explained by the construction of satisfaction 45.66% while the remaining 54.34% (100% - 45.66%) is explained by other unchecked variables. The result of a full R-square value is shown in the table 6.

### Table 6. R-Square value

<table>
<thead>
<tr>
<th>Extract</th>
<th>R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>0.808</td>
</tr>
<tr>
<td>Performance</td>
<td>0.4566</td>
</tr>
</tbody>
</table>

The next test is to see the importance of the influence between independent extracts on dependents and answer what has been hypothesized. The next test is to see the
importance of the influence between independent extracts on dependents and answer what has been hypothesized. Test with 5% significance stage if the t-statistic value > 1.96 then the null hypothesis (H0) is rejected. The t-statistical coefficient of latent extract effect is obtained from Bootstrapping PLS. Model Bootstrapping Model Results are shown in the figure below.

The value of the coefficient of the parameters can be seen in the original sample and the important value of t-static can be seen in the table 7.

1. Hypotheses 1
The influence coefficient of Motivation toward Satisfaction is 0.5124, the standard error value is 0.1939 and the t-statistic value is 2.6428. Because the t-statistic value is 2.6428 > 1.96 then reject H0. This proves that motivation has a significant positive effect on satisfaction.

2. Hypotheses 2
Discipline affects coefficient value at satisfaction 0.4213, standard error 0.1927 and t-statistic value of 2.1859. Because the t-statistic value is 2.1859 > 1.96 then rejects H0. This proves that
discipline has a positive effect on satisfaction.

3. Hypotheses 3
The performance satisfaction coefficient is 0.67575, the standard error is 0.1379 and the t-statistic value is 4.9013. Because the t-statistic value is 4.9013 > 1.96 then reject H0. This proves that satisfaction has a significant impact on performance.

From the data above, it is compared again between unauthorized teachers and certified teachers, the data will be obtained as follows:

Table 8. Coefficient Value (Original Sample), non-certification

| Sample | Mean (M) | Standard Deviation (STDEV) | Standard Error (STERR) | T Statistics (|O/STERR)|
|---|---|---|---|---|
| Discipline > Satisfaction | 0.235 | 0.2198 | 0.2182 | 0.9925 |
| Satisfaction > Performance | 0.5503 | 0.5937 | 0.202 | 2.7239 |
| Motivation > Satisfaction | 0.6429 | 0.6272 | 0.2049 | 3.1373 |

To calculate the difference between two sample groups, namely non-certification (sample 1) and certification (sample 2), it is tested by t-test. Results with the following formula:

\[ t = \frac{Path_{samp_e1} - Path_{samp_e2}}{\sqrt{SE_{samp_e1}^2 + SE_{samp_e2}^2}} \]

1. T test the difference in the path of motivation to satisfaction coefficient

Because the t-value obtained is 0.132, the value is <t-table 1.96, there are no significant differences between the two paths.

2. T test the path difference of the Discipline coefficient on Satisfaction

\[ t = \frac{Path_{samp_e1} - Path_{samp_e2}}{\sqrt{SE_{samp_e1}^2 + SE_{samp_e2}^2}} \]

Because the t value obtained is 0.323, the value is <t-table 1.96, the two paths are not significant differences.

3. T test differences in the path coefficient of satisfaction to performance

\[ t = \frac{Path_{samp_e1} - Path_{samp_e2}}{\sqrt{SE_{samp_e1}^2 + SE_{samp_e2}^2}} \]

Because the t value is 0.836, the value is <t-table 1.96, so there is no significant difference between the two paths.

5. Conclusion
From this study the following conclusions are obtained: this study takes time from data collection from January 2016 to April 2017 to analyze and view data on the number of confirmed and unconfirmed teachers. From this data, data is obtained on the quality of the certified performance of teachers with teachers who have not been certified teaching whether it is influenced by motivation, discipline, and teacher satisfaction.

1. After doing the investigation it turns out that the t test of the road difference in the Motivation coefficient on Satisfaction is 0.132, the value is <t-table 1.96, there are no significant differences between the two paths.
table 1.96, so there is no significant difference between the two lines.

2. After t-test research is conducted, the difference in the discipline of the Discipline coefficient on Satisfaction is 0.323, the value is <t-table 1.96 so that both routes have no significant effect.

3. After the test has been done, the difference in Satisfaction with the Performance coefficient is 0.836, the value is <t-table 1.96, so there is no significant difference between the two paths.

References